

Mr. Hallahan

BULLETIN NO. I

SUMMARY OF READINGS

Prepared for

THE SUB-COMMITTEE ON THE TRAINABLE RETARDED

of the

GOVERNOR'S ADVISORY COMMITTEE ON EXCEPTIONAL CHILDREN

by

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Secretary to the Committee

May 15, 1957

Anderson, B. H. and Stevens, G. D. A Review of the Education of the Mentally Handicapped in Norway. Exceptional Children, March, 1957, Vol. 23, No. 6, pp. 251 -

Torshov School, the first for Mentally Handicapped was established in 1867 - taken over by the state in 1892. An Act of Compulsory Education for Deaf, Blind and Backward was passed in 1881 - chiefly to take over existing private schools experiencing financial difficulty. The Conformity Law of 1897 established a director of schools for the abnormal under the Ministry of Church & Education.

In 1939 a law transferred custodial institutions for the Mentally Deficient to the Ministry of Social Welfare - special schools remained under Ministry of Church & Education.

Responsibility

In 1951 a Directorate of Special Education was established to administer special classes - who is also chief administrator of all institutions.

Two groups of mentally retarded - the "debiles" between 50-75, and the auxiliary classes of 70-85. Schools are required to establish and maintain the auxiliary classes. The debiles are assigned and obliged to attend where assignment is made - if parents resist some exceptions are made if community offers other facilities. (No specific mention is made of the disposition of the below 50 IQ group).

Advanced program of teacher training with special emphasis as early as 1876. Fellowships available - interchange among Nordic countries. Teachers now study first the high grade defectives in Oslo and follow with the study of low grade defectives in Denmark. Teachers are provided with opportunity to visit institutions in England, Scotland, Germany and others.

Teacher Training

War badly damaged plant facilities - occupation forces evicted children, and services were severely curtailed. These have been rebuilt and expanded since 1951.

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Baumgartner, Bernice. There is a Rainbow in the Sky. (Mimeographed) No date (text indicates written between 5/53 and 11/54)

Preliminary Review of Pilot Study on classes for Trainable Retarded in Illinois.

Admission

1. Legislation Permissive - passed in May, 1953
2. 12 classes established
3. Dept. of Public Instruction pays 2/3 of teacher's salary
4. Requirements for Admission of child
 - a. toilet trained
 - b. ambulatory - walk without help
 - c. able to progress
 - d. no physical danger to themselves or others
5. Recommend cooperation of all agencies concerned.

Boggs, F. W. Letter (Miscographed). New York (99 University Place):
NARC, Jan. 3, 1957 -

In this letter to the Educational Director of AHRC, Mrs. Boggs discusses the need for definitive interpretation of such goals as "Self Realization" and "Happiness" as they regard the education and training of the trainable mentally retarded.

We must determine each child's developmental pattern - which is very important in the retarded. We must constantly watch for and ascertain the development of readiness or prior learnings before offering training for the next step.

Curriculum Development

Example: Speech teachers say chewing development must precede speech. If child doesn't talk or chew, the chewing ability must be developed before time is spent on speech therapy.

In respect to grouping - associations with normal children has value - but she states: "I do not believe it is valuable to have heterogeneous grouping in the school situation". No objection to free association on playground, etc. provided they are not expected to interact socially or in games.

Discipline must be immediate and direct. Recommend removal from group as best discipline. More severe types of discipline should be avoided unless cause of misbehavior is very clear. (Child who swings at another may be willful or it may be a type of seizure.)

Recommends training child to function in home or workshop to be useful, and have leisure time activities which have utilitarian value the child can recognize - without elaborate equipment. She states: "I do not believe a lot of investment in woodworking, ceramic equipment and the like is justified in our schools".

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Goldberg, Ignacy. Profiles of Special Education Personnel, Exceptional Children., March, 1957, Vol. 23, No. 6, pp 238 -

A survey of the "average" teacher in each of the fields of exceptionality, at Columbia University.

The average teacher of the retarded is 31 years old, has had experience in teaching regular classes. She studies for her degree on a part-time basis.

A questionnaire on "What suggestions would you make for the future development of the Special Education Department?" - included these recommendations pertaining to the area of retardation (339 concrete recommendations were received in all areas):

1. Practical experience should be increased
2. Teachers need to understand children as well as their handicaps
3. More psychology of the specific handicap
4. How to set up a new special class in a school
5. Curriculum planning for the handicapped

(continued)

Teacher Training

6. Courses in guidance for the exceptional
7. Study of community resources
8. Include courses in relaxation
9. How to counsel parents and organize parent groups
10. Special course in shop practices for mentally handicapped
11. Needs of field should be surveyed and students trained accordingly
12. Speech correction class required of all in special education.

He notes wide divergence of opinions in teacher training needs and some variance of ideas between teacher opinion and university and administrative staffs. Suggests further study toward reconciliation of these views.

Hill, Arthur S. A Critical Glance at Special Education. Exceptional Children., May 1956, Vol. 22 No. 3, pp 315 -

From the White House Conference on Education, this basic principle: "The people of the United States have inherited a commitment, and have the responsibility to provide for all, a full opportunity for a free public education regardless of physical, intellectual, social, or emotional differences...."

Too many educators continue to ignore the reality of learning differences and the obvious needs for differentiated school services. It is no longer sufficient to provide isolated special education services that are differentiated according to obvious impairments, but rather a coordinated program for children with many kinds of learning problems. Special educators must tear down the walls which have been built around the unrealistic clinical classifications of exceptional children.

Curriculum
Procedures

"Get them into the normal stream of society" is a dangerous cliché. Many misfits of special education may result from adherence to this cliché. Children thrown into a school program which is not geared to their needs, and where guidance is obtained from those unacquainted with the special problems of the handicapped may be expected to become misfits.

Many unrealistic measures are being adopted in the name of "integration". In some places integration means the assignment of handicapped to one or more classes of unhandicapped. Where this occurs the result may be the disintegration of children and their learning experiences, unless the planning is undertaken carefully according to the needs of each child, and the interests of the receiving teachers. Integration may also mean the location of special classes in ordinary school buildings, but such a class may be more isolated than a program maintained in a special building.

Parent
Participation

It is doubtful if educators have realized fully the extent to which parents can contribute toward more efficient special services. Voluntary groups have impetus, a cause, and an intense desire to do something. They are less structured and operate under fewer restrictive regulation. Progress will be accelerated when the parents, voluntary associations, and educators reach mutual understanding and become equal contributors to the education of exceptional children.

Attitudes in the community and among professional workers toward deviates, if negative and rejecting, can be more crippling than the handicap itself.

Marked gains (in acceptance) have been recorded in recent years in several areas...notably with the mentally retarded.

In a study of 84 graduate students, in an effort to measure the degree of acceptability of deviate children among professional workers, these results were obtained:

Community
Understanding

1. They most preferred to teach the gifted
2. They least preferred to deal with the delinquent and the mentally retarded
3. They knew the most about the emotionally disturbed, and the gifted
4. They were least well-informed about the blind and partially sighted.
5. Public drives and fund-raising campaigns veer strongly toward the physically handicapped
6. Delinquent and gifted occupy a neglected status
7. Mentally retarded, formerly a highly rejected group, are today receiving recognition. In spite of the gains that have been achieved, this group of people indicated a strong rejective attitude toward this category of deviates.

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Lord, F. E. A Realistic Look at Special Classes. Exceptional Children., May, 1956, Vol. 22, No. 8, pp 321 -

Observations:

1. Our special classes are far more heterogeneous than we hoped they would be
2. Special classes continue to attract the marginal child who doesn't belong there
3. The special class has tended to accept children with greater and greater disability

Implications of these three significant observations: Research is advancing the understanding of many more categories of handicaps - the identification of the brain-injured child, the differentiation of the hard of hearing from the deaf, etc. Research must still do much to formulate plans for the severely retarded and help decide what is reasonable to expect of them.

Teacher
Training

Teacher Education must be improved to cope with the complexity of handicaps. Since special education deals with such heterogeneous groups it is logical to urge a very strong basic foundation of training which provides real insight to all of the major disabilities. These areas should be included:

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1. A strong background in psychology and child development
2. A strong preparation in the nature of all common disabilities - especially retardation, vision, hearing, speech
3. A real chance during training to study disabilities "on the hoof", not "on the shelf".

Administrative leadership is needed which is trained for the complexity of modern service. These are cited as encouraging movements:

1. Development of auxiliary services
2. Consultants for children who remain in regular classes
3. The integration of programs for normal and exceptional children

Parent Education is in need of further development to provide a more total service. We need to organize to assure service for all parents beginning at the time of diagnosis and continuing as long as assistance is needed. The major problem is one of fixing responsibility. The whole area is far too important to be left to chance services of voluntary community agencies. If the school is responsible - who? - teacher, principal, or someone not yet defined?

Parent Consultation

The suggestion is made that an official service can be established within the school structure to give assistance to parents from the time the child's problem is identified, regardless of age. This should be supported by public funds. The school should provide leadership for direct services to parents, and leadership for the coordination of the voluntary agencies.

We are bogged down in services to categories, with overemphasis on assumed differences between the children we serve. We tend to specialize our services instead of making them comprehensive and inclusive. Rehabilitation methods should be observed. These do not begin with disability categories, but with the individual and plan in terms of individual needs.

Purcell, Roderick N. Community Programs for Mentally Deficient Youth. Public Welfare in Ohio Today., Columbus, Ohio: State Department of Public Welfare, Dec. 1952.

Responsibility

State of Ohio Committee of Councils for Retarded Children met in November, 1950 to attempt to introduce legislation in 1951 Assembly. The proposal was made to place the program in the Department of Welfare because the representatives of the Department of Education made "emphatic" expressions that the mentally deficient child was not educable and therefore education did not wish to accept this legislation to come under the Department of Education.

In December of 1952, (1 year after legislation), 52 classes are in operation in 50 counties, serving 500 children. Not all classes are approved under Senate Bill 157 because sufficient funds are not available.

Reynolds, W. C., Blodgett, H., Deno, E. The Trainable Child.
Unpublished, 1956.

Diagnosis

Gives factors of complexity in identifying the trainable. Potential of brain damaged child is unpredictable. High proportion of children in this group have normal parents and are due to accidental incidence. Cites factors of adjustment to be considered as well as IQ in identifying the trainable child.

Traces some of the history of Day Class Training for trainable retarded in last 10 years:

- 1947 - increased emphasis shown
- 1952 - 4500 children in special classes - taught by 356 teachers
- 1954 - classes in 31 states - special legislation in 9 states.

Objectives of day classes: Economic usefulness, social adequacy, improvement in self help, adequate use of leisure, parent relief, and adequate parent planning.

Areas to Study

Problems to be considered in connection with establishing classes: Adequate diagnosis, transportation, adequate teachers, controlled admissions and discharge and parent education.

Specific training areas suggested: Self help, health, safety, motor coordination, music, rhythms, communication, grooming, work habits and simple acts and crafts.

Curriculum
Development

Periods should be short but "general routine" needs to be "scrupulously consistent".

Atmosphere needs to be ~~lax~~ and highly reinforcing to children.

Desirable teacher characteristics:

Teacher
Training

1. Relatively mature
2. Some advantage in having raised a family
3. Training in child development
4. Background on problems of mental deficiency
5. Ability to tolerate much routine
6. Ability to communicate with parents
7. Observational ability for constructive contributions to diagnostic problems
8. Strong social service drive.

1/2 to 1/3 of trainable retarded in St. Paul "graduate" to institutions.

Proposes some thought provoking questions on the long range value of day care programs:

Areas to
Study

1. Is the savings in board and lodgings and personnel of day care programs over institutionalization measurable against the cost in terms of restricted adult activity of the parent, sibling adjustment, protection of property, and danger of exploitation of the retarded?
2. Does the parent's right to make his own choice include the right to expect community services and adjustments?
3. Does the adult dependency of the seriously retarded and his

perpetual need for shelter and supervision justify the expense in personnel, facilities, transportation etc of training during school yrs

Rothsten, J. H. California's Program for the Severely Retarded.
Exceptional Children., Feb., 1953, Vol. 19, No. 5, pp 171 -

California Program reviewed after the first year of operation.
Legislation is permissive for trainable (mandatory for educable).

\$200 per child in addition to \$120 basic aid limit of 12
children per teacher

Goals of training for future: for institutional or community adjustment.

Eligibility of children based on specific requirements:

Admission

1. Child must not be educable level
2. Be able to see and hear
3. Be ambulatory to the extent of no undue risk
4. Be toilet trained
5. Be able to communicate his wants and understand simple directions
6. Behavior must not endanger himself or others
7. Emotionally stable to the extent that group situations do not intensify his problems.

Present status (after 1 year - 1953):

30 classes, 300 children, mostly 40-50 IQ's, largely without any physical stigmata, estimate of 5,000 in California needing this program.

Future Needs:

More adequate diagnostic services, well trained teachers, research on curricular organization, sheltered workshops, centers for parent guidance, improved legislation, greater understanding of moral and social responsibility.

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Taylor, Walter. Outline for American Legion District Child Welfare Schools. St. Paul: Dept. of Pub. Welfare (mimeographed) no date.

Exceptional children grouped as to physical handicaps, mental deviations, emotional and social maladjustments.

Estimates total handicapped at 1/8 of all children, or in Minnesota this means 140,000 children. Presently providing for 1/5 of these children.

Urgent Needs:

More research
More personnel - well trained, mature, warm, capable, professional
More coordination
Public understanding - help to replace sympathy with genuine understanding.

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Wisehek, Samuel M., How to Help Your Handicapped Child. New York
(22 East 38th St.): Public Affairs Committee, Inc., 1955

Deals mainly with crippling types of handicaps, but proposes these thoughts on community attitudes and services:

Only by living with handicapped people can we learn to understand and accept them. One strong argument in favor of having handicapped children educated with the non-handicapped is that the non-handicapped children will gain. They will come to understand that there is a child behind the ...other difficulty.

Community
Understanding

Services for handicapped children logically should be affiliated with other basic programs like those of a medical school, a hospital, or a public school. To the extent that the basic programs of health, education and welfare are supported, specialized programs can be benefited.

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Zedler, E. Y. Public Opinion & Public Education for the Exceptional Child - Court Decisions, 1873-1950. Exceptional Children, Feb., 1953, Vol. 19, No. 5, pp 187 -

This traces through court decisions the various stages of the American concept relative to responsibility for public education for the handicapped. In the first stage courts upheld the school boards in excluding the deviate child, on the basis of "general welfare," and "rights of others." In the second stage the concept was developed and sustained by court decision that all children, regardless of disability, have a right to education. Now in the third stage courts are reflecting a new concept - that each child has a right to an education suited to his abilities or disabilities. The actual citations of court decisions in this article and the interpretations in individual cases are quite interesting but not adaptable to summary.

Community
Understanding

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Friends of the Mentally Retarded, Progress Report to 6/30/53 (mimeographed)

A survey in Hennepin County found needs as follows in this order:

1. Temporary or Day Care Center
2. Trade School or Sheltered Workshop
3. Leisure time center
4. Summer or week-end camp
5. Parent education and home training program

Note #1 is first need. #2 is first request. Regular day school is high on list - but confused in parents' minds pending expansion of public school program.

In order of ease of provision as to least preparation and cost:

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~~1. Camps~~

1. Camps
2. Leisure time activities
3. Day care
4. Parent education
5. Sheltered workshops
6. Boarding school.

Philadelphia Commission on Mentally Retarded. A Study of the Problem of Mental Retardation in the City of Philadelphia., Philadelphia: (mimeographed) 1956.

The city of Philadelphia organized a commission to study the problem of retardation in March, 1954.

Goals of the committee: To survey the community to determine nature and scope of the problem. To formulate recommendations for a comprehensive program for providing essential services for the mentally retarded.

Activities of their study:

1. Identification and incidence of the problem
2. Evaluation of existing and potential resources
3. Understanding and verifying the needs
4. Analyzing the findings and planning a long range program
5. Encouragement of new resources
6. Dissemination of findings and recommendations to the community.

Characteristics of slow learner: Slow rate of maturation, reduced learning capacity, inadequate social adjustment.

Classification of retardates: Mild - IQ's of 50-75; Moderate - IQ's of 25-50; Severe - IQ's of 0-25. (This study makes no effort to separate its findings as they pertain to the Mild, or Moderately Retarded, so much of the material is not specifically applicable to the trainable only).

Study was divided in general areas, as they pertained to development of the child:

1. Identification, evaluation and diagnosis - the early years
 2. Education and training - the years from 6-16 or 17.
 3. Young Adults - period of decision "between" some economic usefulness and residential care.
 4. Related services - general problem of coordination and communication among various agencies.
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1. Incidence of all retardates was 2.32% of total population; 3.39% of school age population in Philadelphia. (Cites other estimates of school age only: New Jersey 2.3%, Connecticut 2.5%, Onondaga County, New York 3.34%).
 2. Public school classes for the trainable retarded were opened in April, 1954. Now (Feb. '56) number 10 classes, with 100 enrollment, ages 8-16.

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3. Little data available regarding the young adult period. The committee found much need for service here. States this observation: "The mere attainment of sixteen or seventeen years of life does not qualify the retardate for the loss of support of an educational and training environment."

Needs here as ascertained from parent study: Sheltered work-shops, leisure activities, transportation solution. Substantial number of retardates (464 in Philadelphia in 1955) are released into the community each year - providing a continuous community problem.

Values of a Sheltered Workshop are discussed: Economic usefulness up to capacity, a facility for observation and training personnel, opportunity to evaluate the retardate, terminal employment, develop community awareness.

4. Related Services:

Residential care is now 138% overcrowded, new admissions almost non-existent, few accepted under six years of age, discharge planning is neglected.

Research:

No definite program in Philadelphia.

Medical:

One special clinic for visual defects of retardates, and one special dental clinic.

Personnel:

25% of special class teachers are substitute or temporary. New requirements are for 24 semester hours beyond certification. These teachers will receive \$400 more than regular teachers.

Coordination of Agencies:

The committee drew up a form "x-4" to be used in identifying the handicapped devised to guide in the coordination of services for the handicapped. (Sample of this form included in the Report Bulletin).

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Tape Recording - Dr. Ignacy Goldberg, Talk Before Sub-Committee March 2, 1957.

Trainable - Who are they? What constitutes a trainable? When is this person trained?

IQ may define child an educable - palsy or other handicaps may define him as trainable because he will always need caring for.

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What after the class is finished?

Sheltered workshops

Should have 20-25 years of schooling, 8-16 is not enough

Recommended 6-26 school age.

Responsibility of Welfare or Education:

Both -- combined efforts

Public Health Nurse, for pre-school. Whoever is best trained.

Not either or but together.

Confusion on local level -- when two departments have jurisdiction.

Creates schizophrenic situation.

Use Institution -- not as dumping ground, but as best resource -- laboratory of study of the retarded. Bring teachers and parents in for institute and in-service. Use state institution for training -- not just for the children.

Consistency -- even if consistently bad may be better for the child than confusion of a few hours of beautiful school work, then home to bad conditions.

Institution as a temporary placement -- may be a sheltered vocational training.

Stages of developmental care:

1. Home
2. Public School
3. Vocational training
4. Final placement may be in institution (work like normal person, leisure life, sharing with his own kind.)

Institution should be used flexibly -- not "put child away and forget him."

Some institutions have connotation of prison -- child is brought in by sheriff -- spoken of as paroled when he leaves.

Rural areas -- helicopters may be solution. In one case pre-school children travel 4 hours on bus to be one hour in school.

New Jersey has mandatory law which has resulted in use of any facilities, with the poorest teachers shuttled to these classes.

Parent Education:

Should not be pushed -- allow them time

What do we know to offer parents?

A study listed 25 individual problems such as these, about which parents sought help:

(continued)

1. What type of discipline should we use?
 2. What to do if child doesn't want to eat?
 3. Constant rocking - what to do?
 4. What occupation - they sit idly
 5. Socialization
 6. About self-help
 7. How to handle emotional problems.
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